DOCUMENT RESUME

ED 088 563 PS 006 862

TITLE	Pre-Primary Education. Appendices.
PUB DATE	[72]
NOTE	86p.; PS 006 861 is the report of this study
EDRS PRICE	MF-$0.75 HC-$4.20
DESCRIPTORS	*Cross Cultural Studies; Curriculum; *Early Childhood Education; Educational Administration; Educaticnal Finance; *Preschool Evaluation; *Program Descriptions; *Questionnaires; School Surveys; Socioeconomic Influences; Standards; Statistical Studies; Teachers
IDENTIFIERS	Project Europe 2000

ABSTRACT

This document collects the appendices to the Pre-primary Education report of Study Project Europe 2000 of the European Cultural Foundation. This study collected data on the psychological, sociological, and educational aspects of pre-primary educational systems in England, France, Italy, Sweden, and the Federal Republic of Germany. (CS)

ENGLAND

General information.

I A. Legal regulations.

1) What institutions *) for p.p.e. do you know in your country? Which of them have been legally regulated?

Institutions	age group	legally regulated yes/no	which ministry	since
1 Nursery schools	3-5	yes	Education	1918
2 Nursery classes	3-5	yes	Education	±1930
3 Day Nurseries	0-5	yes	Health and Social security	1948
4 Preschool Playgroups	3-5			

2) Is there a shift of the responsibility 2) for p.p.e. between ministries? No.

3) Is there a tendency to start regulating also the institutions without legal regulation and if so, in which year do you expect it to occur?
There is a tendency to try to enforce existing regulations for child minding-play groups fall into this category officially-rather than to create new regulations.

4) Is participation in one or more institutions obligatory? No.

5a) Are there advisory bodies with regard to the legislation for p.p.e.?
Central Advisory Council on Education
Set up to consider specific areas of education from time to time. Has reported on preschool (and primary) education twice: 1923 and 1967.

5b) Are (other) advisory bodies 3) with regard to the legislation for p.p.e. being planned? No.

I B. Form of organization of p.p.e.

1) How have the ages, the visiting hours and the proportion between playing-, learning- and resting-times in the various institutions for p.p.e. been regulated?

Institutions	ages	visiting hours	ratio between playing/learning/ resting times
Nursery schools	nation.	Local Education Authority	Responsibility
Nursery Classes		L.E.A.	Individual head
Day Nurseries		Local Department of Social Services	(%)
Preschool Play groups	*	Individual leaders decide	

* not at all.

2) Is there a tendency to make a change in one of the above mentioned categories?

ages	no		
visiting hours	yes	reason	more half day as opposed to full day provision to deal with shortage of places
ratio between times for play/learning/ rest	yes	reason	decline in compulsory rest period

3a) What is the legal admission age 4) for the primary school?5) Five.

3b) Is earlier admission 6) possible? If so, how? Yes.
The headteacher may admit children at the beginning of the schoolyear in which the child reaches the age of five if room available.

3c) How many times in a year is admission possible and on what conditions?
Three times. At the beginning of each schoolyear.

4a) Is readiness for school tested when the child enters the primary school, before the child enters the primary school? No.

5a) Are special measures taken for children who are not ready for school? No.

5b) May new measures be expected? Yes.
If so, what measures? More emphasis on helping deprived children when they start school.

6a) Is there in your country a need/desire to change the transition from forms of p.p.e. to primary education? No.

6b) May changes be expected in the regulations for the transition of forms of p.p.e. to primary education? No.

7) Has p.p.e. been incorporated into a total school structure? Yes, but only for a very small university of children.

I C. Management of the institutions.

1) Who is responsible for the administration of the institutions for p.p.e.?

Institutions	public bodies state/province/municipality	private organizations association, business etc.
1.Nursery schools	) % 1+2+4	% 1+2+4: 40
2.Nursery Classes	) approx. 60%	
3.Day Nurseries	No figures available	
4.Preschool playgroups		

(N.B. Total per institution 100%)

2) How do you typify the administration in your country as regards the institutions for p.p.e.?

Types of management	Now	In the future
1 centralization on governmental level		
2 decentralization on governmental level	x	
3 centralization on private level		
4 decentralization on private level	x	

Comments, if any. Mixture of these (x) categories

3) To what extent does private initiative remain possible besides management on a governmental level?
Extensively - Playgroup or private nursery schools may be set up so long as they comply with certain regulations

4) What share have the parents in the management 7) and in the execution of the management 7) in the institutions?

Institutions	management		execution	
	direct share	indirect share	direct share	indirect share
1 Nursery schools	none			x
2 Nursery Classes	none			x
3 Day Nurseries	none			x
4 Preschool Playgroups	x		x	

* Depends on heads in individual institutions.

II. Statistics 8).

A. Financing 8)

1) How is the budget for p.p.e. in your country divided into the following items? Information is not available since the largest category (nursery classes) is a part of the primary school system for budgetary purposes.

2) May important changes be expected in the above division? If so, what changes. No.

3) Is public p.p.e. fully financed? Yes.

II B. Subsidizing 9)

1) To what extent are the private institutions for p.p.e. subsidized?

Institutions	Subsidies in %
Preschool Play groups	Varies according to local authority - No national figures available.

2) What subsidy standards apply to the private institutions for p.p.e. as regards: As above.

3) Are there indications to the effect that subsidy schemes impede or promote participation of children in p.p.e.?
Promoting due to: Provision of additional places due to aid to private or voluntary organisation.

4) Are futher special subsidies granted by other ministries?

Institutions	Ministry of	Special subsidy for
1. Nursery schools	Home office/ Education	Areas with high percentage of immigrants
2. Nursery classes	"	" "
3. Day nurseries	"	" "
4. Preschool Playgroups	"	" "

III. Inspection 10).

1) Are there medical, hygienical and pedagogical inspections for p.p.e.

Institutions	Medical/hygienical/inspections	Pedagogical inspection
1. Nursery schools	yes	yes
2. Nursery classes	yes	yes
3. Day nurseries	yes	informally only
4. Preschool play groups	yes	" "

2) Is pedagogical inspection more emphasized in your country or is it going to be so?

	Medical/hygienical inspection	Pedagogical inspection
Emphasis is now on	In D.N.'s and P.P.G.'s	In N.S.'s and N.C.'s
Emphasis will be on		In all institutions

IV Objectives.

1) What objectives would you indicate as the most important ones per age and per institution?

Institution/ ages	medical/ hygienic	cognition	social/ emotional	other
1 nursery school ....years ....years	3	2	1	
2 nursery classes ..years ..years				
3 day nurseries 0-3 years 3-5 years	1 practice changing	3 away from care	2 towards education	(depends on individual institution
4 preschool play groups ..years	3	2	1	

2) Are there tendencies to change the priority of the objectives per institution in view of the future.

Institution	medical/ hygienic	cognition	social/ emotional	other
1 Nursery schools		slightest tendency to increase emphasis of		
2 Nursery classes		cognition " "		
3 Day nurseries	move away from medical			
4 Preschool/play groups	hygienic no			

3) Are there also certain objectives per institution for children from socio-economic deprived groups?

Institutions	Specific objectives (for instance: influencing of families, improvement of the transition possibilities in respect of primary education in underprivileged environmental groups etc.)
1 Nursery schools	Yes
2 Nursery classes	Yes
3 Day nurseries	Yes
4 Preschool play groups	Yes

3b) Or have special reception facilities been created for these special groups? No.

3c) Do you expect that (more) separate institutions will be established in the future for the reception of socio-economic groups? No.
Reason: Because the overriding philosophy is one which is opposed to separate institutions for different socio-ec. groups.

4) Are you of opinion that a total conception of objectives is being realized by means of the various institutions for p.p.e.? No. There is a coherent set of goals and aims here.

5a) Who now have the greatest influence per institution as regards the laying-down of the objectives.

Institutions

1 Nursery schools	Head teacher
2 Nursery classes	Head teacher
3 Day nurseries	Superintendent
4 Preschool playgroups	Those in charge of groups

5b) Are there indications of a shift of influences as regards the layingdown of the objectives? No.

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V A. Statistical data (pupils)

1) What percentage of the total number of the ages groupss 2 to 7 is following/followed a form of p.p.e.?

Age group	1960	1965	1969/1970
2 years	not available	0,3	0.3 %
3 years)		10	± 15 %
4 years)			

2) What percentage of the total number of children of the age groups 5 to 7 is following/followed primary instruction?

Age group	1960	1965	1969/1970
5 years	100	100	100 %
6 "	100	100	100 "
7 "	100	100	100 "

3) Is the influence of p.p.e. being/examined in connection with the results of primary instruction? Yes.
If so, can you mention the results of the investigation?
Not yet complete.

V B. Statistical data (institutions).

1) Can an increase of the number of institutions for p.p.e. be found in the last few years?
Please confimr by means of figures.

Institutions	1960	1965	1969/1970
1 Nursery schools	--	increase	± 10%
2 Nursery classes	--	" "	" 25%
3 Day nurseries	no increase		
4 Preschool play groups		" "	

2) What size 12) have the groups per institution?

Institutions	size of the group		(number of children)
	legal	real average	desirable Depends on qualifications of staff.
1 Nursery schools	varies		
2 Nursery classes	30 max.	± 25	
3 Day nurseries	varies according to age		
4 Preschool/play groups	none	large variation	

3) Are there enough institutions in view of the need for p.p.e.?
No.
If not, for what numbers of children p.p.e. is considered as desirable and how many institutions will be needed (estimates acceptable?)
As far as educational provision is concerned in N.S.'s and N.C.'s the Plowden Report recommended places for 85% of the 3-5 age group. Need for D.N.'s is hard to increase.
Playgroups would become redundant with universal nursery education.

4) Can the numbers of new institutions be stated, which have been planned in connection with the above mentioned shortages? No.

5) Is there a difference between attendance of institutions for p.p.e. in the town and in the country?
Yes, rural countries have very little provision.

VI A. Staff (general)

1) What division applies to the training of employees for the institutions for p.p.e.?

Employees	Admission age	Required preliminary training	Duration of the training	Ratio general education/professional study
1 Teachers 13)	18		3	entirely professional
2 Assistants 14)	16		2	" " "

2) Can you mention the principal subjects for the professional training, if possible, in the order of their importance?
Teachers: Varies according to academic specialist subject chosen.

4) Who are working as a rule per group of children in the various institutions?

Institutions	Teacher	Assistant	Teacher and assistant	Otherwise
1 Nursery school			x	
2 Nursery classes			x	
3 Day nurseries				Trained nurse + assistent
4 Preschool/playgroups				Various
5				

5) Is there a tendency to change the training of employees for institutions for p.p.e.? If so, in which way.

Employees: 1 Teacher - No.
2 Assistant - 1 year courses for mature women.

6) Is the training of teachers for p.p.e. equal or to a high degree equal to the training of primary school teachers.
Equal: Yes.

7) Are measures being prepared in order to integrate the training of teachers for p.p.e. with the training of primary school teachers? Already integrated.

8) Is it possible for men to be trained as a teacher for p.p.e.? Yes.
If so, is this possibility used? Not used.
If not, is it going to be possible in the future.
Depends on whether we escape from current sex-role typing.

VI B. Staff (salary)

1) What is the amount of the salary of employees for p.p.e. as compared with the salary of primary school teachers in:

	first year of service	maximum number of years of service
salary of primary school teacher	100%	100%
salary of teacher for p.p.e.	100%	100%
salary of assistant for p.p.e.	± 70%	± 50%

2) Has in opinion the salary of teachers for p.p.e. a favourable/impeding influence on being trained for p.p.e. and on practising this profession? No evidence available.

3) Is there a tendency to level the salaries (if they are differing)? No.

VII. Building.

1) Which rooms are obligatory in the various institutions for p.p.e.?

Institutions	Rooms for						
	playing	learning	sleeping	washing	doctor	observation	staff
1 Nursery schools		x		x			x
2 Nursery classes		x		x			x
3 Day nurseries		x		x			x
4 Preschool/play-groups		x		x*			

* Special playrooms not required - Outside playspace required exept for P.P.G.'s.

3) Is a flexible use of the available room taken into consideration when institutions for p.p.e. are being built (in connection with the application of modern methods)? For instance: by means of modern building materials. Yes.

4) To what extent are institutions for p.p.e. being built as parts of complexes of schools? Frequently.

5a) If the institutions for p.p.e. haven not been incorporated in complexes of schools, are there nevertheless common facilities? No.

5b) Are there facilities which in your opinion can/should be made jointly? Yes.
If so, what facilities?
All P.P.G.'s should where possible be able to recieve advise from trained teachers. Teachers should be appointed to have responsibility for groups of play groups.

6) Is there in your country an information-centre for the building of schools? The central government lays down standards and provides information to L.E.A.'s

7a) Has the building of institutions for p.p.e. been incorporated, in a number of cases, in a building-scheme for a quarter of a town (for instance in the centre of such a quarter)? Yes.
Primary schools have been planned in this way and N.C.'s are sometimes included in them.

7b) Are there indications to the effect that changes will be made in the next few years? Yes.
What changes? More institutions combining D.V.'s N.S.'s and P.P.G.'s

8a) Are certain principles being applied in connection with the regional and national planning of institutions for p.p.e.? Yes.
What principles? Development only allowed when provision releases a certain proportion of mothers to return to teaching, or when school or class serves deprived urban area (which has been designated as such.

8b) Do you expect changes in the near/remote future? No.

VIII. Modern methods. (general)

1) How would you typify education in general in your country?

	chiefly class tuition	possibilities of individualization and differentiation	individualized instruction
primary education		x	
p.p.e.			x

2) Which of the following trends influence p.p.e. in your country?

Montessori
Frobel
Psycho-analysis (indirectly)
Piaget's psychology

3) Can an increasing influence of certain trend be found in the last few years? Uncertain.

4) Who have chiefly introduced new methods in the last few years?
Teachers themselves and the inspectorate for curricular innovation.

5a) To which domains of the development of children do you direct yoursel(ves) in your p.p.e.?

Domains	nursery school *
1. cognition	2
2. emotional	1
3. aesthetic/creative	2
4. social	1
5. function training	1

* Slight differences Thereby it is hard to generalise about such matters in a highly

5b) Do you expect shifts in the next few years?

Domains	nursery school
1. cognition	more emphasis

5c) Will these shifts be regulated legally? No.

6a) How would you typify at this moment the presentation of the subjects or the material per institution?

Institution	a)systematic	b)exemplary	c)combination of a and b	d)entirely free	e)other typification
1 Nursery schools					x
2 Nursery classes					x
3 Day Nurseries					x
4 Preschool/playgroups.				x	

* Mostly free with a little exemplary and systematic work.

6b) Do you expect changes? Some increase in systematic and exemplary presentation in all types of institutions.

7) How would you typify the group composition now and for the future in the institutions for p.p.e.?

Institutions	now		future	
	graded	non graded	graded	non graded
1 Nursery schools		x		x
2 Nursery classes		x		x
3 Day nurseries		x		x
4 Preschool/ playgroups		x		x

VIII.B. Methods (fields of development)

1) Have the institutions for p.p.e. in your country fixed timetables? No.

A. Preparatory language instruction.

2) What is being done in preparatory language instruction?
N.B.: All institutions spend sometime in informal language instruction.
N.S.'s and N.C.'s do more than D.N.'s and P.P.G.'s in general.

3a) Is a second language being taught in one of the institutions for p.p.e.?
If so, which second language and who is teaching? No.

3c) Do you expect introduction of a second language in p.p.e. in the future? No.

B. Preparatory teaching of arithmetic.

4) What is being done in preparatory teaching of arithmetic?

	counting	concept of quantity	theory of set modern mathematics
younger group 2-3		x	
middle group 3-6	x	x	
older group 5-7			
primary education	x	x	x

C. Creative/aesthetic.

5a) Children do spend time.

Fields	much/	moderately/	little
a) painting	x		
b) modelling in day		x	
c) playing musical instruments		x	

5b) Are relations with other subjects being made or are relations with other subjects/fields the starting-points?

Fields	yes/	hardly/	no
preparatory arithmetic	x		
" " language	x		
function training	x		
emotionality			

D. Function and motor training.

6) What functions do you exercise?

1 observation
2 motor action
3 hearing
4 touch

E. Social emotional education.

7) How do you evaluate the social/emotional education of the child?

now			future		
important	moderate	unimportant	important	moderate	unimportant

F. Audio-visual Aids.

9) Which audio-visual aids are being used?

	now	future		now	future		now	future
radio	x	x	tape-recorder	x	x	language laboratory		?
television		?	film		?	teaching machine		?

Even use of radio's and tape-recorders is uncommon at present with children under five.

IX. Experiments and research.

IX A. Research.

1) In what domains research 15) is being effected at the moment?

Domains	Total number of children of 2 to 7 years subjected to the research	
compensation program	x	A few hundred in each
verbal stimulation	x	project usually
influencing of families		
influencing of environment		
general cognition	x	
function training	x	

2) Who are researching?

	much	moderately	little
University institutions			x
Training colleges			x
Educational research centres			x
Via ministries of education social affairs, health			
Private institutions			

3a) Are there mutual contacts between the researching bodies? Few.

3b) Do you expect an increase of the contacts in the future? If so, reason. Yes, since there is growing interest in the field.

5a) Is there a tendency to shift the research to one or more particular institutions? No.

5b) Is the government planning a special institutions for research in p.p.e.? No.

6a) Who chiefly finance the research in the field of p.p.e.? Government.

6b) Is there an increase of the financing of the research by the government? Moderate.

IX B. Experiments 16)

1) In which domains experiments are being made with the results of research? Only experiments as part of research or without any basis in research.

12) Via which media and to what extent is publicity being given to the result of research and experiments?

Research	much/	little/	moderate
mass media			
daily papers		x	
periodicals			x
professional periodicals			x

X. Planning.

1) What bodies now provide for the planning 17) of p.p.e. and what tasks do they especially fulfil in this planning?

Bodies	tasks	
	chiefly quantitative planning	chiefly qualitative
1 Department of Education and Science	x	
2 Schools Council		x

2a) Is there a tendency to the taking over of one of both or of both kinds of planning by a national general body for p.p.e.? No.

2b) Is a legal regulation for such an operation being prepared? No.

3) Which groups plead for a better planning of p.p.e.(Please number in the order of importance).

departmental officials
social groups
teachers
educationalists
psychologists
primary schools
parents

In a situation where a very small proportion of the age group obtain preschool education concern is not with planning as such but expansion.
All the groups listed (except departmental officials) publicly plead for expansion particularly parents.

Nursery Schools - Autonomous institutions with their own heads

Nursery Classes - Institutions attached to primary schools and under the auspices of the primary head

Day Nurseries - Institutions for the care of preschool children whose parents are unable to care for them for one reason or another (e.g. one parent-families) Not part of the educational system.

Preschool-playgroups - Set up in large numbers since the early sixties mainly by parents of preschool age children to counteract the shortage of places in schools and classes. Many organisations now run playgroups such as Community Relations Comittees and various charities as well as groups of parents.

General information

I A. Legal regulations

1) What institutions *) for p.p.e. do you know in your country? Which of them have been legally regulated?

Institutions	age group
1 Ecoles maternelles	2 - 6
2 classes enfantines	2 - 6
3 sections enfentines	2 - 6

I C. Management of the institutions

1) Who is responsible for the administration of the institutions for p.p.e.?

Institutions	public bodies state/province/ municipality	private organizations association, etc.
1 classes maternelles	98%	2%
2 classes enfantines	48%	52%
3 sections enfantines	83%	17%

V A. Statistical data (pupils)

1) What percentage of the total number of the ages groups 2 to 7 is following/followed a form of p.p.e.?

Age group	1960/61	1965/66	1967/68	1970/71
2 years	10	11	14	18%
3 "	6	45	51	61%
4 "	63	74	80	87%
5 "	61	81	89	94%
6 "	2.1	1.6	1.9	1.6%

2) What percentage of the total number of children of the age group 5 to 7 is following/followed primary instruction?

Age group	1960/61	1965/66	1967/68
5 years	30	16	10 %
6 "	97	98	98 %
7 "	99	99	99 %

V B. Statistical data (institutions).

1) Can an increase of the number of institutions for p.p.e. be found in last few years?

Please confirm by means of figures.

Institutions	1960/61	1965/66	1967/68
1 Ecoles maternelles	6159	7445	8037
2 classes enfantines			
3 sections enfantines			

2) What size 12) have the groups per institution? (1967/68 - public institutions)

Institutions	size of the group (number of children)		
	legal	real average	desirable
1 Classes maternelles Nursery school		43.4	
2 Classes enfantines		35.8	

3) Are there data available about of assistants/teachers working in the various institutions for p.p.e.?

Public Institutions	Numbers of teachers*		
	1960/61	1965/66	1967/68
1 Classes maternelles	20144	26873	30065
2 Classes enfantines	6232	6226	6651

* full employment

Ecoles maternelles

Classes enfantines - attached to a primary school or a "lycée".

Section enfantines - of a primary class

General information

I A. Legal regulations

1) What institutions *) for p.p.e. do you know in your country? Which of them have legally regulated?

Institutions	age group	legally regulated yes/no	which ministry	since
1 Nursery school Kindergarten 1)	3-6	Yes	Kultusministerien or Sozialministerien ofthe Länder	
2 Day Care Centres	3(2)-15	Yes		
3 Vorklassen	5-6	Yes	Kultusministerien of the Länder	1968
4 Eingangsstufen	5-7	Yes	Kultusministerien of the Länder	1968

2) Is there a shift of the responsibility 2) for p.p.e. between ministries?

Institutions	first under the ministry of	to the ministry of	as from
1 Nursery school Kindergarten 1)	Sozial ministerium	Kultus (Education)-Ministerium	different for the Länder and the cities since the second worldwar

4) Is participation in one or more institutions obligatory?

Institutions	obligatory	not obligatory	since	reason
1 Nursery school Kindergarten 1)		x		
2 Day Care Centers		x		
3 Vorklassen		x		
4 Eingangsstufen		x		

IB. Form of organization of p.p.e.

1) How have the ages, the visiting hours and the proportion between playing-, learning- and resting-times in the various institutions for p.p.e. been regulated?

Institutions	ages	visiting hours	ration between playing/learning/ resting times
1 Nursery school Kindergarten 1)	varies	varies	not fixed

Laid down f.e. by "Jugenwohlfahrtsbehörder"

2) Is there a tendency to make a change in one of the above mentioned categories?

ages 3 - 5	reason when "the Strukturplan des Bildungsrats" is realized
visiting hours	reason
ratio between times for play/learning/rest	reason

3a) What is the legal admission age 4) for the primary school? 5)

6 years at 30 june for school begin at 1 august.

3b) Is earlier admission 6) possible? If so, how?

6 months if the child is intellectual and physical ready for school.

3c) How many times in a year is admission possible and on what conditions?

one time in a year.

4a) Is readiness for school tested when the child enters the primary school, before the child enters the primary school?

yes / ~~no~~

If so, what procedure is followed?

readinesstest in most areas

4b) What percentage of the total number of children of school age is tested for readiness for school?

Unknown

4c) Can you group the results of the tests?

ready for the primary school		not ready for school	
5 years } 95-90 %		5 years } 5 - 10 %	
6 " }		6 " }	
7 " (number)		7 " (number)	

5a) Are special measures taken for children who are not ready for school?

In many cities: Schulkindergärten (or Vorklassen in Hessen)
since: different (in Hamburg since the twenties)

Schulkindergärten	1959	1969	
Schulkindergärten	245	1.023	
children	5.626	22.190	+ 273,5%
children in the first class of the primary school	777.566	1.062.807	+ 36.6%
children of school-age	58.300	79.600	+ 36.5%
% in Schulkindergärten	9.7%	27.9%	+ 18.2%

5b) May new measures be expected? yes/no

If so, what measures? a. special-kindergarten for defective children
b. Perhaps "Eingangsstufen" for 5-7 years old children when children have to go at school at 5 (1980-1985)

6a) Is there in your country a need/desire to change the transition from forms of p.p.e. to primary education? yes/no

The "Eingangsstufe" or "Ubergangsgruppe" of the Kindergarten.

6b) May changes be expected in the regulations for the transition of forms of p.p.e. to primary education? yes/no

If so, what changes?
Legal regulations of "Eingangsstufen".

7) Has p.p.e. been incorporated into a total school structure?

Experiments with "Eingangsstufen" and "Vortlassen"
(Hamburg, Berlin, Hessen, Nordrhein-Westfalen)

IC. Management of the institutions

1) Who is responsible for the administration of the institutions for p.p.e.?

Institutions	public bodies state / province / municipality	private organizations association, business etc.
1 Nursery school Kindergarten 1)	25 %	75 %
2 day care centers		
3 Vorklassen	100% (as schoolexperiments)	
4 Eingangsstufen		

2) How do you typify the administration in your country as regards the institutions for p.p.e.?

Types of management	Now	In the future
1 centralization on governmental level	x 1)	x
2 decentralization on governmental level		
3 centralization on private level	x	?
4 decentralization on private level		

Comments, if any. 1) refers to the schoolexperiments and 256 governmental Kindergarten

4) What share have the parents in the manegement 7) and in the execution of the management 7) in the institutions?

Institutions	management		execution share	
	direct share	indirect share	direct share	indirect
1 Nursery school Kindergarten 1)		x 1)		
2				
3				
4				
5				

1) There are not many Kindergartens private organized and payed by communities of parents.

II. Statistics 8).

A. Financing 8).

1) How is the budget for p.p.e. in your country divided into the following items? Relevant figures are not available.

3) Is public p.p.c. fully financed?

~~yes~~/no

If not, what contribution is claimed from others?

parents	Parentsfree depends on income of family % or sum of money

4) Have you indications to the effect that full financing will be introduced within a measurable time?

Certainly in those backward areas where full financing is almost realized.

IIB. Subsidizing 9)

1) To what extent are the private institutions for p.p.c. subsidized?

Relevant figures are not avoalable at the moment.

III. Inspection 10)

1) Are there medical, hygienical and pedagogical inspections for p.p.c.?

Institutions	Medical/hygienical inspections	Pedagogocal inspection
1 Nursery schools Kindergarten 1)	yes	not in the meaning of schoolinspection
2 Day care centers	yes	
3 Vorklassen	yes	yes
4 Eingangsstufen	yes	yes

2) Is pedagogical inspection more emphasized in your country or is it going to be so?

	Medical/hygienical inspection	Pedagogical inspection
Emphasis is now on	x	
Emphasis will be on	x	x

3) Are data obtained by inspe ction used in the planning of the training and the in service-training 11) of teachers?

~~yes~~/no

IV. Objectives

1) What objectives would you indicate as the most important ones per age and per institution?

Institution/ages	medical/hygienic	cognition	social/emotional	other
1 nursery school + D.C.C. 3-5 years 5-6 years	x	x	x	
2. Vorklassen	x	x	(x)	
3. Eingangsstufen	x	x	(x)	

2) Are there tendencies to change the priory of the objectives per institution in view of the future.

Institution	medical/hygienic	cognition	social/emotional	other
1 Nursery school Kindergarten 1)		x		
2		x		
3.				
4				
5				

3a) Are there also certain objectives per institution for children from socio-economic deprived groups?

Institutions	specific objectives (for instance: influencing of families, improvement of the transition possibilities in respect of primary education in underprivileged environmental groups etc.)
1 Nursery school Kindergarten	Lanquage stimulation for prejudiced children
2 Day Care Centres	Stimulation of learning motivation
3 Vorklassen	Educational activities for groups
4 Eingangsstufen	Involvement of parents
5	

3b) Or have special <u>reception facilities</u> been created for those special groups?

yes/no

3c Do you expect that (more) separate institutions will be established in the future for the reception of socio-economic groups?

No seperate institution; one does expect systematical stimulation programs for all children.

5a) Who now have the greatest influence per institution as regards the laying-down of the objectives (please numer in the order of importance)

Institutions	child-psychologists/ educationalists	society	the primary school with its requirements
1 Nursery school Kindergarten 1)	x	(x)	
2 Day Care Centres	x	(x)	
3 Vorklassen		(x)	x
4 Eingangsstufen		(x)	x

5b) Are there indications of a shift of influences as regards the laying-down of the ojectives?

Institutions	from	to
1 Nursery school Kindergarten		society
2 Day Care Centers		
3		

VA. Statistical data (pupils)

1) What percentage of the total number of the ages groups 2 to 7 is following/followed a form of p.p.e.?

Age group	1959	1965
2 years		
3 "	33%	34.1%
4 "		
5 "		

2) What percentage of the total number of children of the age group 5 to 7 is following/followed primary instruction?

Age group	1959	1965
5 years 5 - 11	ppe + p.ed. 35.4	28.6
6 "	96.1	96.4
7 "		

3) Is/has the influence of p.p.e. being/been examined in connection with the results of primary instruction?

yes/~~no~~

If so, can you mention the results of the investigation?

Little investigations: Results after half a year no differences between Kindergartenchildren and other pupils.

4) Does the admission age of children for the primary school in your country play a part in connection with staying down?

yes/no

If so, what is the result of the investigation on which the answer is based?

1 Percentage of non-promoted children higher when admission age is lower.

2 Percentage of non-promoted children hogher at admission age 5 : 9 - 6 : 3 and at 6 : 9 - 7 : 3.

VB. Statistical data (institutions).

1) Can an increase of the number of institutions for p.p.e. be found in the last few years?

Please confirm by means of figures.

Institutions	1960	1965	1969/70
1 Nursery school Kindergarten 1)		14113	16413

2) What size 12) have the groups per institution?

Institutions	size of the group		number of children
	legal	real average	desirable
1 Nursery school Kindergarten 1)	25	25*	15
2 Day Care Centres			
3 Vorklassen	20/25	23	20
4 Eingangsstufen			

3) Are there enough institutions in view of the need for p.p.c.?

yes/no

If not, for what numbers of children p.p.c. is considered as desirable and how many institutions will be needed (estimates acceptable)?

75% of the age-group (3-5) 100% of the group (5-6).

VIA. Staff (general)

1) What division applies to the training of employees for the institutions for p.p.c.?

Employees	Admission	Required preliminary training	Duration of the training	Ratio general education/professional study
1 Teachers	18	Realschule	2 year	1 : 2
2 Assistants	14	Volksschule	2 year	1 : 1

● Jugendleiterinnen after two years practical work another 2 years theoretical training

2) Can you mention the principal subjects for the professional training, if possible, in the order of their importance?

Subjects	Teachers	Assistants
1 Pedagogics of the little child		(3)
2 Child psychology		(4)
3 Youth law		
4 Paediatries		(1)
5 Practival Work:Kindergarten		
6 Pottering		(2)
7 Foreign language		

● 3) Are there data available about the number of assistants/teachers working in the various institution for p.p.c.?

Jugendhilfe (private)

	Jugend-leiterin-nen	Kinder-gärtnerin-nen	Kinder-kranken-schwes-tern	Kinder-pflegerin-nen	Helfer
a Arbeiterwohlfahrt 1)	51	583	53	421	
b Diakonisches Werk 1)	70	6.977	2.331	3.244	
c Dt.Rotes Kreuz 1)	17	115	85	150	
d Zentralwohlfahrts-stelle der Juden in Dtld 1)	17	40	-		
e Caritas-Verband 2)	214	8.206	110	3.015	8.026

1) (Stand: 31.12.1966)

2) (Stand: 31.12.1967)

4) Who are working as a rule per group of children in the various institutions?

Institutions	Teacher	Assistant	Teacher and assistant	varies
1 Nursery school Kindergarten	x	x	x	
2 Day Care Centres				
3 Vorklassen	x			
4 Eingangsstufen	x			

5) Is there a tendency to change the training of employees for institutions for p.p.e.? If so, in which way.

Employees	Admission age	Required liminary	pre-training	Duration of the training	Ratio general education/professional study
1 Teacher	18	Fachoberschule			

	Term of probation before the training	Term of probation during the training
1 Teacher	none	½ year

6) Is the training of teachers for p.p.e. equal or to a high degree equal to the training of primary school teachers?

Equal: ~~yes~~/no To a high degree equal: ~~yes~~/no

7) Are measures being prepared in order to integrate the training of teachers for p.p.e. with the training of primary school teachers?

~~yes~~/no

8) Is it possible for <u>men</u> to be trained as a teacher for p.p.e.?

~~yes~~/no

If so, is this possibility used ? not very often used

VIB. <u>Staff</u> (salary)

1) What is the amount of the salary of employees for p.p.e. as compared with the salary of primary school teachers in:

	first year of service	maximum number of years of service
Salary of primary school teacher	100%	100%
Salary of Kindergärtnerin	70%	60%
Salary of Jugendleiterin	75-80%	75%

2) Has in opinion the salary of teachers for p.p.e. a favourable/impeding influence on being trained for p.p.e. and on practising this profession?

Impeding/~~Favourable~~

3) Is there a tendency to level the salaries (if they are differing)?

~~yes~~/no

VII. Building.

1) Which rooms are obligatory* in the various institutions for p.p.e.?

Institutions	Rooms for						
	playing	learning	sleeping	washing	doctor	observation	staff
1 Nursery school Kindergarten	x		x	x			x
2 Day Care Centres							
3 Vorklassen							
4 Eingangsstufen							

*partly layed down in directives, mostly dependent of the district authorities.

2a) Is there a tendency to make another dicision or to add rooms?

Institutions	Addition	Other division	Reason
1 Nursery school Kindergarten	Only as wish		
2 Day Care Centres			

2b) Is there a tendency to realize this by legal regulations? yes/no

If so, what regulations and when

Hygienic and safety requirements are laid down by the inspections.

2c) Are such regulations anticipated in the planning of the institutions to be built before long? yes/~~no~~

3) Is a flexible use of the available room taken into consideration when institutions for p.p.e. are being built (in connection with the application of modern methods)? For instance: by means of modern building materials.

yes/~~no~~

4) To what extent are institutions for p.p.e. being built as parts of complexes of schools?

~~Not~~/sometimes/~~moderately~~/~~frequently~~

5a) If the institutions for p.p.e. have not been incorporated in complexes of schools, are there nevertheless common facilities?

~~yes~~/ no

6) Is there in your country an information-centre for the building of schools?

yes/~~no~~

If so, does it cover institutions for p.p.e.? no

7a) Has the building of institutions for p.p.e. been incorporated, in a number of cases, in a building-scheme for a quarter of a town (for instance in the centre of such a quarter) ?

yes/~~no~~

If so, why?
because possibilities to play on the streets decrease and because of the fact that there is an increasing need for "Kindergärtens".

7b) Are there indications to the effect that changes will be made in the next few years?

~~yes~~/no

What changes?
More planning of new building inclusive institutions for p.p.e.

8a) Are certain principles being applied in connection with the regional and national planning of institutions for p.p.e.?

~~yes~~/no

8b) Do you expect changes in the near/remote future?

yes/~~no~~

What changes:	Reason
Systematic enlargement	General demand in educational plans

VIII. Modern methods (general)

1) How would you typify education in general in your country?

	chiefly class tuition	possibilities of individualization and differentation	individualized instruction
primary education	x		
p.p.e.		x	

2) Which of the following trends influence p.p.e. in your country?

Montessori

Decroly

Fröbel

Jena Plan

psycho-analysis

Piaget's psychology

Vygotsky's psychology

3) Can an increasing influence of certain trend be found in the last few years?

yes/~~no~~

If so, which:	Montessori	since 2e worldwar	cause:

4) Who have chiefly introduced new methods in the last few years?

private initiative / ~~central government~~ / ~~both~~

Can you indicate any causes? Fröbel is no more judget as sufficient.

6a How would you typify at this moment the presentation of the sunjects or the material per institution?

Institution	a.systematic	b.exemplary	c.combination of a and b	d.entirely free	e.other typification
1.Nursery school Kindergarten				x	
2 Day Care Centres					
3 Vorklassen			x		
4 Eingangs-stufen					

6b Do you expect changes?

Institutions	a.sytematic	b.exemplary	c.combination of a and b	d.entirely free	e.other typification
1.Nursery school Kindergarten 2.Day Care Centres			x		

VIII.B Methods (fields of development)

1) Have the institutions for p.p.e. in your country fixed time-tables?

Institutins	fixed time-tables
1 Nursery school	no
2 Day Care Centres	
3 Vorklassen	yes
4 Eingangsstufen	

A Preparatory language instruction

2) What is bwing done in preparatory lanquage instruction?

Instituions	increase of vocabulary	syntaxis	expression	communication	aids to thinking
1 Nursery school Kindergarten	little	little	much	x	x
2 Day Care Centres					
3 Vorklassen	much	much	much	x	much
4 Eingangsstufen					

N.B. Please fill out using the categories:

much/little/moderately/nothing

3a) Is a second lanquage being taught in one of the institutions for p.p.e.? If so, which second lanquage and who is teaching?

By way of experiment in single Kindergärten	own teacher	professional teacher

3b) For what reasons the young children have to learn a second lanquage?

1) Because children learn in an easy way

2) good mutual comprehension in German-English/American "Kindergärten"

3c Do you expect introduction od a second lanquage in p.p.e. in the future?

yes/no

B. Preparatory teaching of arithetic

4) What is being done in preparatory teaching of arithmetic?

	counting	concept of quantity	theory of set modern mathematics
younger group 2-3	x	x	
middle group 3-6			
older group 5-7	x	x	x (experimental)

C. Creative/aethetic

5a) In what fields aestetics are being taught?

Fields	much / moderately / little
a Painting	x
b Music	x
c Modeling	x
d Poems	x
e Physical and play	x

5b) Are relations with other subjects being made or are relations with other subject / fields the starting-points ?

Fields	yes	hardly	no
preparatory arithmetic	x		
preparatory language	x		
function training		x	
emotionality	x		

D. Function and motor training

6) What functions do you exercise?

1 observation	x
2 motor action	x
3 coördination	x

E. Social emotional education

7) How do you evaluate the social/emotional education of the child?

now			future		
important	moderate	unimportant	important	moderate	unimportant

8) Are there relations with: Language
creativity subjects
arithetic
experimental teaching

N.B. Please underline

F. Audio-visual Aids

9) Which audio-visual aids are being used?

	now	future		now	future
radio	not	not	tape-recorder	x	x
television	not	not	film	not	?

	now	future
language laboratory	not	not
teaching macine	not*	not

*in single cases

IX. Experiments and research

IXA. Research

1) In what domains research 15) is being effected at the moment?

Domains	Total number of children of 2 to 7 years subjected to the research
compensation program	x
verbal stimulation	x
influencing of families	x
influencing of envoronment	
general cognition	x
function training	x

2) Who are researching?

	much	moderately	little
University institutions		x	
Training colleges			
Educational centres		x	
Via ministries of education, social affairs, health		x	
Private institutions			

3a) Are there mutual contacts between the researching bodies?

~~many~~ / few / ~~moderate~~

3b) Do you expect an increase of the contacts in the future? Yes

If so, reason coördination

4) With which researching bodies has the ministry in charge of p.p.e. contacts?

	many	/ moderate	/ few
University institutions			x
Training colleges			
Educational centres		x	
Other ministries			
Private institutions			

5a) Is there a tendency to shift the research to one or more particular institutions? ~~yes~~/no

If so, which institution(s)?

Deutsches Jugendinstitut in München

There is a demand for an Institute for Educational Research.

5b) Is the government planning a special institutions for research in p.p.e.?

[yes / ~~no~~]

6a) Who chiefly finance the research in the field of p.p.e.?

government / ~~private persons~~ / government and ~~private~~ persons proportionally

6b) Is there an increase of the financing of the research by the gorvernment?

much / ~~moderate~~ / ~~little~~

7) What researches are known and results, if any?

Researches	Researches	Dates
1. Research on learning to read before primary school	Brem-Gräser: Correll; Kratzmeier; Krüger;	1967-1970
	Notz; Rüdiger; Schmalohr; Schüttler-Janikula; Sennlaub	

8) What researches will be started before long?

Researches	Dates
1. Comparison of 5-6 year aged children in "Kindergärten"	1971
2. Comparison of 5-6 year aged children in "Vorklassen" (Nordrhein-Westfalen 50 classes)	1971

5) Which institutions chiefly provide for the guidance of the experiments?

University institutions [x]

Training colleges

Educational centres [x]

7a) Who are chiefly financing the experiments?

government / ~~private persons~~ / government and ~~private~~ persons proportionally

7b) Do you expect a change?

[~~yes~~ / no]

8) Is there a special scheme of subsidy for experimenting schools?

[~~yes~~ / ~~no~~]

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9a) Are there legal regulations when a school participates in an experiment?

yes / no

9b) To what extent has the experimental school been exempted from its legal obligation?

none

12) Via which media and to what extent is publicity being given to the result of research and experiments?

	much	little	moderate
mass media	x		
daily papers		x	
periodicals		x	
professional periodicals		x	

X Planning

1) What bodies now provide for the planning 17) of p.p.e. and what tasks do they especially fulfil in this planning?

Bodies	Tasks	
	chiefly quantitative planning	chiefly qualitative
1. Bund/Länder Committee		
2. Ministries of the Länder		
3. Private organization fe. churches		
4. Training Institutes		

2a) Is there a tendency to the taking over of one of both or of both kinds of planning by a national general body for p.p.e.?

yes/no

2b) Is a legal regulation for such an operation being prepared?

yes / no

3) Which groups plead for a better planning of p.p.e. (Please number in the order of importance)

departmental officials ☐
social groups ☒
teachers ☐
educationalists ☒
psychologists ☒

IC. Management is responsible for the administration of the institutions for p.p.e.?

Institutions	public bodies state / province/ municipality	private organizations association, buseness etc.
1 Scuola materna	9.95%	90.05 %

2) What percentage of the total number of children of the age group 5 to 7 is following / followed primary instruction? (primary class)

Age group	1959-1960	1966/67
up to 6 years	0.3	0.1 %
6 years	16.6	18.7 %
7 years	16.8	18.6 %

3) Are there data available about the numbers of assistants/teachers working in the various institutions for p.p.e.?

Institutions	Scuola Materna 1960/61	1965/66	1969/70
1 Directorate and teachers	31441	39.820	51499
2 Teachers		31423	45650
3 Assistents	20707	15654	17766

SWEDEN

General information.

I A. Legal regulations

1) What institutions *) for p.p.e. do you know in your country? Which of them have been legally regulated?

Institutions	age group	legally regulated yes/no	which ministry	since
1 Nursery school 1)	4-7	yes	social	
2 Day Nursery	6m - 7 y	yes	social	

2) Is there a shift of the responsibility 2) for p.p.e. between ministries? No.

4) Is participation in one or more institutions obligatory? No.

5a) Are there advisory bodies with regard to the legislation for p.p.e.? The National Board of Health and Welfare since 1943.

5b) Are (other) advisory bodies 3) with regard to the legislation for p.p.e. being planned? No.

I B. Form of organization of p.p.e.

1) How have the ages, the visiting hours and the proportion between playing-, learning- and resting-times in the various institutions for p.p.e. been regulated?

Institutions	ages	visiting hours	ratio between playing/learning/resting times (%)
1. Nursery school	4-7	3	No fixed plans
2. Day Nursery	6m-7 y	mostly open 6.30 a.m.-19 p.m.	

2) Is there a tendency to make a change in one of the above mentioned categories? No.

3a) What is the legal admission age 4) for the primary school? 5) 7 year.

3b) Is earlier admission 6) possible? If so, how?
Yes, on the parents wish and after a special test the child can begin at 6.

3c) How many times in a year is admission possible and on what conditions?
Once a year in the autumn.

4a) Is readiness for school tested when the child enters the primary school? Yes.

If so, what procedure is followed?
The teaching is diagnostic for the first month. The test is involved in the ordinary teaching.

4b) What percentage of the total number of children of school age is tested for readiness for school?
100%.

4c) Can you group the results of the tests?
Almost all children start at 7 years of age.

5a) Are special measures taken for children who are not ready for school?
The headpurpose is that the child shall be treated in its ordinary class. There are also special clinics with- in the school that train special skills with children some hours/week if necessary.

5b) May new measures be expexted? No.

6a) Is there in your country a need/desire to change the transition from forms of p.p.e. to primary education? Yes.

6b) May changes be expected in the regulations for the transition of forms f p.p.e. to primary education? Not for the moment.

7) Has p.p.e. been incorporated into a total school structure?
No it is still not possible to obtain places for all children in some form of p.p.e.

I C. Management of the institutions.

1) Who is responsible for the administration of the institutions for p.p.e.?

Institutions	public bodies/state/ province/municipality	private organizations association, business etc.
1 Nursery school 1)	) 90%	) 10%
2 Day nursery	)	)

2) How do you typify the administration in your country as regards the institutions for p.p.e.? Decentralization on governmental level.

3) To what extent does private initiative remain possible besides management on a governmental level?
There is a posibility. It must always be supervised by the National Board though.

4) What share have the parents in the management 7) and in the execution of the management 7) in the institutions?

Institutions	management		execution	
	direct share	indirect share	direct share	indirect share
1 Nursery school 1)		x		x
2 Day nursery		x		x

II. Statistics 8).

A. Financing. 8)

Costs

Budget year 1969/70

The Building Costs vary but the average is 12 000 Sw crowns per child for a Child Centre in a separate building.

The Running Costs are at present estimated at an average of 11 000 Sw crowns per child and year in a Day Nursery and 1 750 Sw crowns per child and year in a Nursery School.

Financing

Governments grants are given for the establishment of a Child Centre by 5 000 Sw crowns per child to be admitted. In addition, a loan of 4 000 Sw crowns per child can be obtained. Grants from the General Inheritance Fund, limited to 50 percent of the purchase costs, are received for furniture and other equipment.

Government subsidies are given to the running costs of Day Nurseries with 4 000 Sw crowns per child and year.

The Nursery School receives subsidy from the General Inheritance Fund for the building costs and the equipment covering, however, at the most 50 percent of the expenses. Aid for the running costs is not available.

The parents fee depends on the income of the family, its number of children and how many of them who visit the Child Centre and how many days of the week the child is at the Centre.

Because of this, the fee varies between 1 - 34 Sw crowns per child and day. On an average, the parents fee is about 7 Sw crowns a day at a Day Nursery or about 10 percent to the nursing costs, and 100-125 Sw crowns per term at the Nursery School.

4) Have you indications to the effect that full financing will be introduced within a measurable time? No.

II.B Subsidizing 9)

1) To what extent are the private institutions for p.p.e. subsidized?

Institutions	Subsidies in %
1 Nursery school 1)	By the state the subsidies are the same as for public institutions
2 Day Nursery	

4) Are further special subsidies granted by other ministries? No.

III. Inspection 10)

Are there medical, hygienical and pedagogical inspections for p.p.e.?

Institutions	Medical/hygienical inspections	Pedagogical inspection
1 Nursery schools	x	x
2 Day Nursery	x	x

3) Are data obtained by inspection used in the planning of the training and the in service-training 11) of teachers? No.

IV. Objectives

1) What objectives would you indicate as the most important ones per age and per institution? All are important.

2) Are there tendencies to change the priority of the objectives per institution in view of the future? No.

3a) Are there also certain objectives per institution for children from socio-economic deprived groups? No.

3b) Or have special reception facilities been created for these special groups? Yes.
If so, what facilities? Socio-economic deprived groups have priority in obtaining places in day nurseries.

3c) Do you expect that (more) separate institutions will be established in the future for the reception of socio-economic groups? No.
Reason: Integration is desirable.

4) Are you of opinion that a total conception of objectives is being realized by means of the various institutions for p.p.e.?
In order to give a child the opportunity to reach the most complete development not only the efforts of the parents are necessary but the Public Authorities also must take responsibility. According to Scientific Research, 80 percent of the intellectual development of a child occurs before the child has reached its seventh year. A richly stimulating environment in the early years of the child is requested for the optimal development of each individual. Usually, the home is not sufficient in providing the complete development of the child. The Child Centre is a complement that should be established to such an extent that each child will have the opportunity to take part in some kind of activity in a Child Centre before school-age.

More and more married women with children will be working outside their homes where the labour market gives greater possibilities for education and work. From the Public point of view this is a desirable development, and as the possibilities of employing somebody for the care of the children at home nowadays are few, the Public Authorities are strongly increasing the Child Centre activities.

5b) Are there indications of a shift of influences as regards the laying down of the objectives? No.

V A. Statistical data (pupils)

1) What percentage of the total number of the ages groups 2 to 7 is following/followed a form of p.p.e.?

Age group	1960	1965	1969/70
2 years			4235 *
3-4 "			10122
5-6 "			73347

* Around 120.000 birth/year.

V B. Statistical data (institutions).

1) Can an increase of the children-attending p.p.e. be found in the last few years? Yes.

Institutions	1960	1965	1969/70
1 Nursery school	ca 36000	56000	70000
2 Day Nursery	" 10000	12000	27000

2) What size have the groups per institution?

Institutions	size of the group (number of children)		
	legal	real average	desirable
1 Nursery school	20	20 + 20%	
2 Day Nursery			

3) Are there enough institutions in view of the need for p.p.e.? No.
If not, for what numbers of children p.p.e. is considered as desirable and how many institutions will be needed (estimates acceptable)?
From the pedagogical point of view it is desirable that children from 3 years recieve p.p.e. The question has also a political side.

5) Is there a difference between attendance of institutions for p.p.e. in the town and in the country?

Day nurseries are more common in towns.

VI A Staff (general)

1) What division applies to the training of employees for the institutions for p.p.e.?

Employees	Admission age	Required preliminary training	Duration of the training	Ratio general education/professional study
Pre-schoolteachers			2 years	
Children's nurses			34 weeks	

There are no assistents.

2) Can you mention the principal subjects for the professional training, if possible, in the order of their importance?

Subjects:

1. Pedagogics
2. Methodology
3. Swedish
4. Creative subjects
5. Music
6. Painting and carpentery
7. Sociology

3) Are there data available about the numbers of assistants/teachers working in the various institutions for p.p.e.?

Institutions	Numbers of teachers		
	1960	1965	1969/70
1. Totally	1.609	2.426	5.482

4) Who are working as a rule per group of children in the various institutions?

Institutions	Teacher	Teacher and assistant
1. Nursery school	x	
2. Day nursery		x

5) Is there a tendency to change the training of employees for institutions for p.p.e.? If so, in which way.

Employees	Admission age	Required preliminary	pre-training	Duration of the training	Ratio general education/professional
1 Teacher		x	x	x	x

	Term of probation before the training	Term of probation during the training
1 Teacher		x

6) Is the training of teachers for p.p.e. equal or to a high degree equal to the training of primary school teachers?
Equal: yes.

7) Are measures being prepared in order to integrate the training of teachers for p.p.e. with the training of primary school teachers? Yes.
If so, what extent and when will that possibly start? 1976.

8) Is it possible for men to be trained as a teacher for p.p.e? Yes.
If so, is this possibility used? Normally used.
The ratio female/male who are beginning their training to p.p.e. teachers 1971 is 1000/62.

VI B. Staff (salary)

1) What is the amount of the salary of employees for p.p.e. as compared with the salary of primary school teachers in: 1970.

	first year of service	
Salary of primary school teacher	2610	5 kr
Salary of teacher for p.p.e.	2315	5 kr
Salary of assistant for p.p.e.	1818	5 kr

2) Has in opinion the salary of teachers for p.p.e. a favourable/impeding influence on being trained for p.p.e. and on practising this profession? Impeding.

VII. Building.

1) Which rooms are obligatory in the various institutions for p.p.e.?

Institutions	Rooms for						
	playing	learning	sleeping	washing	doctor	observation	staff
1 Nursery school	x			x	x		x
2 Day Nursery	x		x	x	x		x

2a) Is there a tendency to make another division or to add rooms? The Government commission on Child Centres is working on these questions.

2b) Is there a tendency to realize this by legal regulations? If so, what regulations and when.
See 2a.

3) Is a flexible use of the available room taken into consideration when institutions for p.p.e. are being built (in connection with the application of modern methods?) For instance: by means of modern building materials. Yes.

4) To what extent are institutions for p.p.e. being built as parts of complexes of complexes of schools? Not.

5a) If the institutions for p.p.e. have not been incorporated in complexes of schools, are there nevertheless common facilities? No.

6) Is there in your country an information-centre for the building of schools? Yes. The Board of Education.
If so, does it cover institutions for p.p.e.? Yes.

7a) Has the building of institutions for p.p.e. been incorporated, in a number of cases, in a building-scheme for a quarter of a town (for instance in the centre of such a quarter? Yes. It is common in new areas.

7b) Are there indications to the effect that changes will be made in the next few years? No.

8a) Are certain principles being applied in connection with the regional and national planning of institutions for p.p.e.?
No.

8b) Do you expext changes in the near/remote future? Yes.
What changes: Principals for local planning for institutions for p.p.e.

VIII. Modern methods. (general)

1) How would you typify education in general in your country?

	chiefly class tuition	possibilities of individualization and differentiation	individualized instruction
primary education	yes	rather good (too many pupils	rather good
p.p.e.	no	good	good

2) Which of the following trends influence p.p.e. in your country?

Montessori
Fröbel
Psycho-analysis
Piaget's psychology
Gesell
Homburger-Eriksson

3) Can an increasing influence of certain trend be found in the last few years? Yes.
If so, which: Piaget
Homburger-Eriksson

4) Who have chiefly introduced new methods in the last few years?
private initiative/central government/ both
Can you indicate any causes?
Government Commission

5a) To which domains of the development of children do you direct yoursel(ves) in your p.p.e.?

Domains	nursery school
1 cognition	3
2 emotional	1
3 aesthetic/creative	5
4 social	2
5 function training	4

These subjects are important only if they are integrated.
N.B. Please number in the order of importance.

5b) Do you expect shifts in the next few years? No.

6a) How would you typify at this moment the presentation of the subjects or the material per institution?

Institution	a)systematic	b)exemplary	c)combination of a and b	d)entirely free	e)other typification
1 Nursery school			x	x	
2 Day Nursery			x	x	

6b) Do you expect changes? No.

7) How would you typify the group composition now and for the future in the institutions for p.p.e.?

Institutions	now		future	
	graded	non graded	graded	non graded
1 Nursery school	x			?
2 Day Nursery	x			x

VIII B. Methods (fields of development)

1) Have the institutions for p.p.e. in your country fixed time-tables? No.

A. Preparatory language instruction.

2) What is being done in preparatory language instruction?
No devision in different items.

3a) Is a second language being taught in one of the institutions for p.p.e.? No.
If so, which second language and who is teaching?

3b) For what reason the young children have to learn a second language? Some immigrants are taught swedish.

3c) Do you expect introduction of a second language in p.p.e. in the future? No.

B. Preparatory teaching of arithmetic.

4) What is being done in preparatory teaching of arithmetic?

	counting	concept of quantity	theory of set modern mathematics
younger group 2-3			
middle group 3-6	x	x	x
older group 5-7	x	x	x

C. Creative/aesthetic.

5a) In what fields aestetics are being taught?
It is involved in every days activities.

5b) Are relations with other subjects being made or are relations with other subjects/fields the starting-points?

Fields	yes/hardly/no
preparatory arithmetic	x
preparatory language	x
function training	x
emotionality	x

D. Function and motor training.

6) What functions do you exercise?

1 observation
2 motor action

E. Social emotional education.

7) How do you evaluate the social/emotional education of the child?

now			future		
important	moderate	unimportant	important	moderate	unimportant
x			x		

8) Are there relations with: language
creativity subjects
arithmetic
experimental teaching

F. Audio-visual Aids.

9) Which audio-visual aids are being used?

	now	future		now	future		now	future
radio	x	x	tape-recorder	x	x	language laboratory		
television	x	x	film	x	x	teaching machine		

IX. Experiments and research.

IX.A. Research.

1) In what domains research 15) is being effected at the moment?
Cooperation of primary and pre-primary schools

2) Who are researching?

	much	moderately	little
University institutions			x

4) With which researching bodies has the ministry in charge of p.p.e. contacts?

	many/	moderate/	few
University institutions		x	

5a) Is there a tendency to shift the research to one or more particular institutions? No.

5b) Is the government planning a special institutions for research in p.p.e.? No.

6a) Who chiefly finance the research in the field of p.p.e.? Government.

6b) Is there an increase of the financing of the research by the government? Moderate.

5) Which institutions chiefly provide for the guidance of the experiments?
University institutions.

12) Via which media and to what extent is publicity being given to the result of research and experiments?

	much/ little/ moderate		
mass media			
daily papers			
periodicals	x		
professional periodicals	x		

2a) Is there a tendency to the taking over of one of both or of both kinds of planning by a national general body for p.p.e.? Yes.

2b) Is a legal regulation for such an operation being prepared? Yes.
If so, what does it contain?
Possibilities for every 6 year old to go to p.p.e.

2c) In which year will that legal regulation become operative?
Not decided.

3) Which groups plead for a better planning of p.p.e. (Please number in the order of importance)

departmental officials	2
social groups	6
teachers	5
educationalists	3
psychologists	4
primary schools	7
parents	1

Institute of Education
State University of Groningen
Westerhaven 16
Groningen
The Netherlands

European Cultural Foundation
Pre-primary Education
Study Project Europe 2000
Project I, Subject III
Study 9 D.

Dear Sir/Madam,

The European Cultural Foundation started in 1969 a series of studyprojects for the future, which bear on Europe in the year 2000.
Within the scope of the study-project Education I have accepted the responsibility for the study concerning pre-primary education.
The objective of this study has been formulated as follows:
"Study of ideas, methods and systems of instruction and education for children aged 2/3 to 6/7 years as they may or should develop in a future society".
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1. Object and method of the study.
2. Change of function of pre-primary education, 1800-1970.
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5. Educational aspects: changes in the objectives of education.
6. Economic and political aspects: changes in educational policy.
7. General data about the situation in some countries.
8. Development, trends etc. in respect to the child/family relation in the years to come.
9. Development, trends etc. in respect of the child/school/society relation in the years to come.
10. Development etc. of the institutions of pre-primary education.
11. Development etc. of the economic and political possibilities: in a given case-possibilities of policy.
12. Experimets, research etc. (language-compensation,authority).
13. Consequences for the 21ste century.
14. Provisions, planning.

In the objective reference is made to ideas, methods and systems that may or should develop.

On the one hand more or less autonomous developments are therefore concerned that may present themselves in the next 30 years (trends), on the other hand situations, developments and plans are corerned that, in your opinion, should be consciously begun by the government or other managing bodies (visions).

You will find a minimum of questions formulated for each professional field. Ideas and suggestions that exceed the answering of the questions but clearly relate to pre-primary education will be very welcome to me.

This questionnaire is primary directed to you as specialist, however if possible you can also answer the other questions.
It will be of interest to me that you briefly state your arguments for any of your points of view.

If you can mention particulars of publications persons or organizations that may give me valuable information or advices regarding pre-primary education, I shall be most gratefull to you.

Thanking you in advance for your kind co-operation, I am,

Yours very truly,

Prof.Dr.L.v.Gelder.

a) The questions always concern children aged 2/3 to 6/7 years.

b) The questions about trends and visions always cover the period from 1970 to 2000.

c) As answering-categories you may use the points in the drafting of the report (on pages, 1,2) but this is not essential.

d) We shall appreciate your stating on page 27 of important and/or special literature and also experiments, if any, that support your opinion.

e) Will you mention on page 28 respondents (also from (the) other (mentioned) professional fields) who are, in your opinion, of interest for this study?

PSYCHOLOGY

1. Which moments are, in your opinion, most important in the psychological development of the child and what conditions are essential for obtaining a good psychic development of the young child?

   Moments:

   Conditions:

2. What will and should be the function of pre-primary education in connection with a good psychic development of the young child? (trends and visions)

   Trends:

   Visions:

3. What psychological conditions will and should pre-primary education comply with so that it may function also in the future?

   Trends:

   Visions:

4. What place will, in your opinion, family education and the forms of established education (crêches, day nurseries etc.) take in the future?

   Family education:

   Established education:

5. To what extent do you think it justified that the part of the mother is acted by persons other than the mother herself? (for instance in day nurseries etc.?)

6. What provisions for a good psychological development of the young child will be especially necessary for the child in the family in an urbanized environment (living in blocks of flats, advices to parents, playing facilities)?

SOCIOLOGY.

1. Which data, ideas and theories of sociology are of special interest to the education of the young child?

2. What function will and should pre-primary education (crêche, preparatoryschool etc.) have from the sociological point of view with regard to the education of the child? (trends and visions)

   Trends:

   Visions:

3. What sociological conditions will and should be complied with by that pre-primary education in order that it may function?

   Trends:

   Visions:

4. To what extent citifying can a further technological development and the ensuing urbanization and citifying of the country influence the educational pattern of the young child?

5. May data be decuded from family sociology that indicate a further change of function of the family and to what extent is the educational function of the family menaced by that change?

   Data change of function:

   Menace educational function:

6. What forms of society should be promoted in the future so that the socialization of the young child in its family and in its close environment may take place favourably? (community, development, communes, larger livingcommunities)

PEDAGOGY

1.

1a) Can general objectives in education of young children be formulated? If so, what are those objectives?

1b) Is there a tendency or are you inclined to reason by starting from society for your educational objectives so that you are speaking about "adapted man" or about "man adapting himself"?

   Tendency or inclination:

1 c-1. Is there a tendency or are you inclined to reason by starting from the "essence" of man for your educational objectives. (Please specify what you understand by "essence")

   Tendency or inclination:

1 c-2. What form of society will be in your opinion an optimum quarantee for that "essence"?

1 d) How do you possible view the relation between the questions on page 17 and page 18?

2. What influences will the changing society with a changing prosperity pattern (working women) exercise on the education of the young child in families and institutions?

   Families:

   Institutions:

3. Is there an economic model indicating the effect of education on the national income? Is so, how large can or should the share of education be in a national budget?

4.

   4a) Which expenditures should have priority in a certain budget for education?

   4b) To what extent does this apply especially to provisions for the youth period?

5. What influences should education and instruction of the young child exercise on society?

6.

   6a) What conditions should be complied with so that children may enjoy an optimum development.

   1 - in respect of the family?

   2 - in respect of other bodies?

   3 - in respect of society?

   6b) How may or will especially pre-primary education be realized? (Please give an elaboration of the organizing and didactic composition).

   Trends:

   Visions:

7. To what extent have you as an educationalist to take into consideration data form psychology, economy etc. in connection with the changing educational procedures, especially with regard to pre-primary education? (Can you give examples).

7.2. Can you describe the manner in which you are working these data into an educational context?

List of respondents Questionnaire I.

Austria	
Dr.E. Köckeis	Institut für Erziehungs-Soziologie Universität Wien
Belgium	
Prof.A.Gille	Laboratoire de Pédagogie Expérimentale Université de Louvain
Denmark	
J.Vedel-Petersen	The Danish National Institute of Social Research Copenhagen
Finland	
Prof.E.Asp	Institute of Sociology - University of Turku
Prof.O.K.Kyöstiö	Teachers College University of Oulou
France	
G.Bemtgen	Division for General and Technical Education Council of Europe, Strasbourg
Mr.N.Kravetz	International Institute for Educational Planning Paris
Mad.O.Wormser-Migot	Institut Nationale de recherche et de documentation pedagogiques Miniestère de l'Education Paris
Germany	
Prof.Dr.W.Arnold	Psychologisches Institut der Universität Würzberg
Prof.Dr.R.Bergius	Psychologisches Institut der Universität Tübingen
Prof.L.Diem	Didaktisch-Methodisches Seminar der Deutschen Sporthochschule Köln
Prof.Dr.W.D.Fröhlich	Psychologisches Institut der Joh. Gutenberg-Universität Mainz
Dr.J.Hederer	Höhere Fachschule für Sozialpedagogik München
Prof.Dr.H.Hiltmann	Psychologisches Institut der Universität Freiburg i.Br.
Prof.Kl.Kowalski	Pädagogische Hochschule Niedersacksen, Hannover
Dr.Kl.Schweikert	Arbeitsgruppe für empirische Bildungsforschung Heidelberg
Dr.I.Wagner	Psychologisches Institut Ruhr-Universität Bochum
Prof.Dr.R.Wegener	Universität Kiel
	Fachbereich Geschichte - Gesellschaft - Politik Lehrstuhl für Soziologie Universität Regensburg
	Pädagogisches Zentrum Berlin.

Great Britain

E.P.M.Bailey M.A.	Institute of Education University of Leeds
J.Bennett	Scottish Education Department Edinburgh
Dr.El.Bradburn	Institute of Education University of Liverpool
Prof.J.Cohen	Department of Psychology The University Manchester
Prof.Y.Matthews	Centre for Science Education Chelsea College University of London
Dr.W.P.Robinson	Department of Psychology The University Southampton
J.Scotland M.A.	Aberdeen College of Education Aberdeen
Prof.J.L.Williams	Department of Education University College of Wales Aberystwyth
Prof.Ph.Williams	Faculty of Educational Studies The Open University Bletchly

Italy

Prof.M.Cesa-Bianchi	Instituto di psicologia Università degli studi di Milano

Norway

P.O.Tiller	Institute of Applied Social Research Oslo

Sweden

E.Lövgren	School research planning bureau National Board of Education, Stockholm
Prof.Dr.B.H.W.Sjöstrand	University of Uppsala
Prof.H.Swedner	University of Lund

Switzerland

Prof.L.Barbey	Université de Fribourg
Prof.Dr.P.Heintz	Sociologisches Institut der Universität Zürich
W.Hutmacher	Département de l'instruction publique Republique et Canton de Genève

U.S.A.

J.N.Nolan	Department of Education State of California Sacramento
Prof.B.Spodek	College of Education University of Illinois Urbana

26-4-1971

European Cultural Foundation
Pre-primary Education
Study Project Europe 2000
Project I, Subject III
Study 9 D.

Institute of Education
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11. Development etc. of the economic and political possibilities: in a given case - possibilities of policy.
12. Experiments, research etc. (language-compensation, authority).
13. Consequences for the 21st century.
14. Provisions, planning.

In the project there is a need for such statistical data of your country as formulated at the next pages.
I shall be most grateful to you, if you will fill in those data that are known to you.
If you cannot provide me with data, I shall appreciate your returning me the questionnaire, if possible with a list of addresses where the desired information might be obtained.

Thanking you in advance for your kind co-operation I am.

Yours very truly

Prof. Dr. L. van Gelder.

Inquiry

N.B. In the list of terms you may find a short definition of all numbered expressions in the inquiry.

We mention as examples some institutions in the field of pre-primary education (p.p.e.= "education preceding the first level, which provides education for children who are not old enough to enter a school at the first level".
(Definition: "Recommendation concerning the International Standardization of Educational Statistics", Paris, 1958)

It was impossible to find common terms for all forms of p.p.e. in the various countries (We mention as examples some institutions: day-nursery, infant play-room, nursery school, crèche, kinderladen, kindergarten.)

Please give on page 31 a short definition of the institutions mentioned by you. Kindly use them always in the same order in the questionnaire. Thank you very much!

List of terms

1) Nursery school: Kindergarten, infant school, infant class

2) Responsibility: ministerial responsibility = responsibility for legal regulations

3) Advisory bodies: bodies that have as task to give information in the field of pre-primary education

4) Admission age: year and month in which the child is legally obliged to start following primary instruction.

5) Primary school: school at the first level; main function to provide basic instruction in the tools of learning (Definition: Unesco Recommendation, 1958, Paris)

6) Earlier admission: exceptions to 4) after readiness for school has been proved.

7) Management: planning and execution

8) Financing: the government providing funds for "public institutions" (public school = school operated by a public authority - Definition:

9) Subsidizing: the government providing funds for "private institutions". (private school = school not operated by a public authority - Definition: Unesco Recommendation, 1958, Paris).

10) Inspection: inspection, by the government, of the observance of the legal regulations to which the institutions have been subjected (for instance: educational, medical/hygienic)

11) In-service training: training of qualified teachers who are already working in practice.

12) Group size: the national average number of children per teacher.

13) Teachers: qualified teachers

14) Assistants: all those working under a qualified teacher

15) Research: research in a special field

16) Experiments: applications for a fixed period on the basis of results of research

17) Planning: systematic innovation in education.

General information.

I A. Legal regulations

1) What institutions *) for p.p.e. do you know in your country ? Which of them have been legally regulated ?

Institutions	age group	legally regulated yes / no	which ministry	since
1 Nursery school Kindergarten 1)				
2				
3				
4				
5				

2) Is there a shift of the responsibility 2) for p.p.e. between ministries ?

Institutions	first under the ministry of	to the ministry of	as from
1 Nursery school Kindergarten 1)			
2			
3			
4			
5			

3) Is there a tendency to start regulating also the institutions without legal regulation and if so, in which year do you expect it to occur ?

Institutions	Legal regulation as from	reason	under the ministry of
1 Nursery school Kindergarten 1)			
2			
3			
4			
5			

4) Is participation in one or more institutions obligatory ?

Institutions	obligatory	not obligatory	since	reason
1 Nursery school Kindergarten 1)				
2				
3				
4				
5				

5a) Are there advisory bodies with regard to the legislation for p.p.e. ?

What bodies	advising since
1	
2..	

5b) Are (other) advisory bodies 3) with regard to the legislation for p.p.e. being planned ?

Bodies	reason
1	
2	

IB. Form of organization of p.p.e.

1) How have the ages, the visiting hours and the proportion between playing-, learning- and resting-times in the various institutions for p.p.e. been regulated ?

Institutions	ages	visiting hours	ratio between playing/learning/ resting times
1 Nursery school Kindergarten 1)			(%)
2			
3			
4			
5			

2) Is there a tendency to ~~m~~ a change in one of the above mentioned categories ?

ages	reason
visiting hours	reason
ratio between times for play/learning/rest	reason

3a) What is the legal admission age 4) for the primary school ? 5)

3b) Is earlier admission 6) possible ? If so, how ?

3c) How many times in a year is admission possible and on what conditions ?

4a) Is readiness for school tested when the child enters the primary school, before the child enters the primary school ?

yes / no

If so, what procedure is followed ?

4b) What percentage of the total number of children of school age is tested for readiness for school ?

4c) Can you group the results of the tests ?

ready for the primary school	not ready for school
5 years %	5 years %
6 "	6 "
7 " (number)	7 " (number)

5a) Are special measures taken for children who are not ready for school ?

What measures ?	Since
1	
2	
3	

5b) May new measures be expected ? yes / no

If so, what measures ? _____

_____

6a) Is there in your country a need / desire to change the transition from forms of p.p.e. to primary education ? yes / no

If so, what are the reasons for changes, if any ?

_____

_____

6b) May changes be expected in the regulations for the transition of forms of p.p.e. to primary education ?

yes / no

If so, what changes ?

_____

_____

7) Has p.p.e. been incorporated into a total school structure ?

_____

_____

_____

IC. Management of the institutions.

1) Who is responsible for the administration of the institutions for p.p.e. ?

Institutions	public bodies state / province / municipality	private organizations association, business etc.
1 Nursery school Kindergarten 1)	%	%
2		
3		
4		
5		

(N.b. Total per institution 100%)

2) How do you typify the administration in your country as regards the institutions for p.p.e. ?

Types of management	Now	In the future
1 centralization on governmental level		
2 decentralization on governmental level		
3 centralization on private level		
4 decentralization on private level		

Comments, if any.

3) To what extent does private initiative remain possible besides management on a governmental level ?

4) What share have the parents in the management 7) and in the execution of the management 7) in the institutions ?

Institutions	management		execution	
	direct share	indirect share	direct share	indirect share
1 Nursery school Kindergarten 1)				
2				
3				
4				
5				

II. Statistics 8).

A. Financing.8)

1) How is the budget for p.p.e. in your country divided into the following items ?

	1960	1965	1969/70
staff			
housing / accomodation			
school materials			
social provisions			

2) May important changes be expected in the above division ? If so, what changes ? _____

_____

_____

3) Is public p.p.e. fully financed ?

yes / no

If not, what contribution is claimed from others ?

parents	% or sum of money
other bodies	% or sum of money
	% or sum of money

4) Have you indications to the effect that full financing will be introduced within a measurable time ?

_____

_____

IIB. Subsidizing 9)

1) To what extent are the private institutions for p.p.e. subsidized ?

Institutions	Subsidies in %
1 Nursery school Kindergarten 1)	
2	
3	
4	
5	

2) What subsidy standards apply to the private institutions for p.p.e. as regards:

	possible percentages
buildings	%
maintenance of buildings	%
staff	%
school materials	%
social provisions	%

3) Are there indications to the effect that subsidy schemes impede or promote participation of children in p.p.e. ?

Impeding due to: _____

_____

Promoting due to: _____

_____

4) Are further special subsidies granted by other ministries ?

Institutions	Ministry of	Special subsidy for
1 Nursery schools Kindergarten 1)		
2		
3		
4		
5		

III. Inspection 10)

1) Are there medical, hygienical and pedagogical inspections for p.p.e. ?

Institutions	Medical/hygienical inspections	Pedagogical inspection
1 Nursery schools Kindergarten 1)		
2		
3		
4		
5		

2) Is pedagogical inspection more emphasized in your country or is it going to be so ?

	Medical/hygienical inspection	Pedagogical inspection
Emphasis is now on		
Emphasis will be on		

3) Are data obtained by inspection used in the planning of the training and the in service-training 11) of teachers ?

yes / no

If so, how ? _____

_____

_____

IV. Objectives

1) What objectives would you indicate as the most important ones per age and per institution ?

Institution/ ages	medical/ hygienic	cognition	social/ emotional	other
1 nursery school .. years .. years				
2 . . . . years .. years				
3 . . . . years .. years				
4 . . . . years .. years 5 . . . . years .. years				

2) Are there tendencies to change the priority of the objectives per institution in view of the future.

Institution	medical/ hygienic	cognition	social/ emotional	other
1 Nursery school Kindergarten 1)				
2				
3				
4				
5				

3a) Are there also certain objectives per institution for children from socio-economic deprived groups ?

Institutions	specific objectives (for instance: influencing of families, improvement of the transition possibilities in respect of primary education in underprivileged environmental groups etc.)
1 Nursery school Kindergarten	
2	
3	
4	
5	

3b) Or have special reception facilities been created for these special groups ?

yes / no

If so, what facilities?

Special reception facilities	Reason
1	
2	
3	
4	

3c) Do you expect that (more) separate institutions will be established in the future for the reception of socio-economic groups ?

If so, reason _____

_____

If not, reason _____

_____

4) Are you of opinion that a total conception of objectives is being realized by means of the various institutions for p.p.e. ?

_____

_____

_____

5a) Who now have the greatest influence per institution as regards the laying-down of the objectives (please number in the order of importance)

Institutions	child-psychologists/ educationalists	society	the primary school with its requirements
1 Nursery school Kindergarten 1)			
2			
3			
4			
5			

5b) Are there indications of a shift of influences as regards the laying-down of the objectives ?

Institutions	from	to
1 Nursery school Kindergarten		
2		
3		
4		
5		

VA. Statistical data (pupils)

1) What percentage of the total number of the ages groups 2 to 7 is following / followed a form of p.p.e. ?

Age group	1960	1965	1969/70
2 years			%
3 "			%
4 "			%
5 "			%
6 "			%
7 "			%

2) What percentage of the total number of children of the age groups 5 to 7 is following / followed primary instruction ?

Age group	1960	1965	1969/70
5 years			%
6 "			%
7 "			%

3) Is / has the influence of p.p.e. being / been examined in connection with the results of primary instruction ?

yes / no

If so, can you mention the results of the investigation ?

4) Does the admission age of children for the primary school in your country play a part in connection with staying down ?

yes / no

If so, what is the result of the investigation on which the answer is based ?

VB. Statistical data (institutions).

1) Can an increase of the number of institutions for p.p.e. be found in the last few years ?

Please confirm by means of figures.

Institutions	1960	1965	1969/70
1 Nursery school Kindergarten 1)			%
2			%
3			%
4			%
5			%

2) What size 12) have the groups per institution ?

Institutions	size of the group (number of children)		
	legal	real average	desirable
1 Nursery school Kindergarten 1)			
2			
3			
4			
5			

3) Are there enough institutions in view of the need for p.p.e. ?

yes / no

If not, for what numbers of children p.p.e. is considered as desirable and how many institutions will be needed (estimates acceptable) ?

Institutions	Number of children	Number of institutions
1 Nursery school Kindergarten 1)		
2		
3		
4		
5		

4) Can the numbers of new institutions be stated, which have been planned in connection with the above mentioned shortages ?

Institutions	Numbers
1 Nursery school Kindergarten 1)	
2	
3	
4	
5	

5) Is there a difference between attendance of institutions for p.p.e. in the town and in the country ?

	Percentage of 2 to 7 years old children receiving p.p.e.		
	1960	1965	1969/70
Town			
Country			

VIA. Staff (general)

1) What division applies to the training of employees for the institutions for p.p.e. ?

Employees	Admission age	Required preliminary training	Duration of the training	Ratio general education/professional study
1 Teachers 13)				
2 Assistants 14)				

	Term of probation before the training	Term of probation during the training
1 Teachers		
2 Assistants		

2) Can you mention the principal subjects for the professional training, if possible, in the order of their importance ?

Subjects	Teachers	Assistants
1		
2		
3		
4		
5		
6		
7		

3) Are there data available about the numbers of assistants / teachers working in the various institutions for p.p.e. ?

Institutions	Numbers of teachers			Numbers of assistants		
	1960	1965	1969/70	1960	1965	1969/70
1 Nursery school Kindergarten						
2						
3						
4						
5						

4) Who are working as a rule per group of children in the various institutions ?

Institutions	Teacher	Assistant	Teacher and assistant	Otherwise
1 Nursery school Kindergarten				
2				
3				
4				
5				

5) Is there a tendency to change the training of employees for institutions for p.p.e. ? If so, in which way.

Employees	Admission age	Required liminary	pre-training	Duration of the training	Ratio general education/professiona study
1 Teacher					
2 Assistant					

	Term of probation before the training	Term of probation during the training
1 Teacher		
2 Assistant		

6) Is the training of teachers for p.p.e. equal or to a high degree equal to the training of primary school teachers ?

Equal: yes / no To a high degree equal: yes / no

7) Are measures being prepared in order to integrate the training of teachers for p.p.e. with the training of primary school teachers ?

yes / no

If so, what extent and when will that possibly start ?

_____

_____

8) Is it possible for <u>men</u> to be trained as a teacher for p.p.e. ?

yes / no

If so, is this possibility used ? not used/normally used/much used

If not, is it going to be possible in the future.

_____

_____

_____

VIB. Staff (salary)

1) What is the amount of the salary of employees for p.p.e. as compared with the salary of primary school teachers in:

	first year of service	maximum number of years of service
Salary of primary school teacher	100%	100%
Salary of teacher for p.p.e.		
Salary of assistant for p.p.e.		

2) Has in opinion the salary of teachers for p.p.e. a favourable / impeding influence on being trained for p.p.e. and on practising this profession ?

Impeding	Favourable

3) Is there a tendency to level the salaries (if they are differing) ?

yes / no

VII. Building.

1) Which rooms are obligatory in the various institutions for p.p.e. ?

Institutions	Rooms for						
	playing	learning	sleeping	washing	doctor	observation	staff
1 Nursery school Kindergarten							
2							
3							
4							
5							

2a) Is there a tendency to make another division or to add rooms ?

Institutions	Addition	Other division	Reason
1 Nursery school Kindergarten			
2			
3			
4			
5			

2b) Is there a tendency to realize this by legal regulations ? yes / no

If so, what regulations and when

_____

_____

_____

2c) Are such regulations anticipated in the planning of the institutions to be built before long ?

yes / no

3) Is a flexible use of the available room taken into consideration when institutions for p.p.e. are being built (in connection with the application of modern methods) ? For instance: by means of modern building materials.

yes / no

4) To what extent are institutions for p.p.e. being built as parts of complexes of schools ?

Not / sometimes / moderately / frequently

5a) If the institutions for p.p.e. have not been incorporated in complexes of schools, are there nevertheless common facilities ? yes / no

If so, what facilities ?

5b) Are there facilities which in your opinion can / should be made jointly ? yes / no

If so, what facilities ?

6) Is there in your country an information-centre for the building of schools ? yes / no

If so, does it cover institutions for p.p.e. ?

7a) Has the building of institutions for p.p.e. been incorporated, in a number of cases, in a building-scheme for a quarter of a town (for instance in the centre of such a quarter) ? yes / no

If so, why ?

7b) Are there indications to the effect that changes will be made in the next few years ? yes / no

What changes ?

8a) Are certain principles being applied in connection with the regional and national planning of institutions for p.p.e. ? yes / no

What principles ?

8b) Do you expect changes in the near / remote future ? yes / no

What changes: Reason:

VIII. Modern methods.(general)

1) How would you typify education in general in your country ?

	chiefly class tuition	possibilities of individualization and differentiation	individualized instruction
primary education			
p.p.e.			

2) Which of the following trends influence p.p.e. in your country ?

Montessori

Decroly

Fröbel

Jena Plan

psycho-analysis

Piaget's psychology

Vygotsky's psychology

. . . .

. . . .

N.B./Please underline the trends

3) Can an increasing influence of certain trend be found in the last few years ?

yes / no

If so, which:

	since:	cause:

4) Who have chiefly introduced new methods in the last few years ?

private initiative / central government / both

Can you indicate any causes ?

5a) To which domains of the development of children do you direct yoursel(ves) in your p.p.e. ?

Domains	nursery school.	. . . . .	. . . . .
1 cognition			
2 emotional			
3 aesthetic/creative			
4 social			
5 function training			

N.B. Please number in the order of importance.

5b) Do you expect shifts in the next few years ?

Domains	~~nursery~~ school	. . . . .	. . . . .
1 cognition			
2 emotional			
3 aesthetic/creative			
4 social			
5 function training			

N.B. Please number in the order of importance.

5c) Will these shifts be regulated legally ? yes / no

6a) How would you typify at this moment the presentation of the subjects or the material per institution ?

Institution	a) systematic	b) exemplary	c) combination of a and b	d) entirely free	e) other typification
1 Nursery school Kindergarten					
2					
3					
4					
5					

6b) Do you expect changes ?

Institutions	a) systematic	b) exemplary	c) combination of a and b	d) entirely free	e) other typification
1 Nursery school Kindergarten					
2					
3					
4					
5					

7) How would you typify the group composition now and for the future in the institutions for p.p.e. ?

Institutions	now		future	
	graded	non graded	graded	non graded
1 Nursery school Kindergarten				
2				
3				
4				

VIIIB. Methods (fields of development)

1) Have the institutions for p.p.e. in your country fixed time-tables ?

Institutions	fixed time-tables
1 Nursery school	
2	
3	
4	
5	

A. Preparatory language instruction.

2) What is being done in preparatory lanquage instruction ?

Institutions	increase of vocabulary	syntaxis	expression	communication	aids to thinking
1 Nursery school Kindergarten					
2					
3					
4					
5					

N.B. Please fill out using the categories:
much/little/moderately/nothing

3a) Is a second lanquage being taught in one of the institutions for p.p.e. ?
If so, which second language and who is teaching ?

. . . . .	own teacher	professional teacher

3b) For what reasons the young children have to learn a second language ?

_____

_____

3c) Do you expect introduction of a second language in p.p.e. in the future ?

yes / no

If so, which language: ..... when: .....

B. Preparatory teaching of arithmetic.

4) What is being done in preparatory teaching of arithmetic ?

	counting	concept of quantity	theory of set modern mathematics
younger group 2-3			
middle group 3-6			
older group 5-7			

C. Creative /aesthetic.

5a) In what fields aestetics are being taught ?

Fields	much / moderately / little
a	
b	
c	
d	
e	

5b) Are relations with other subjects being made or are relations with other subjects / fields the starting-points ?

Fields	yes / hardly / no		
preparatory arithmetic			
preparatory language			
function training			
emotionality			
. . . .			
. . . .			

D. Function and motor training.

6) What functions do you exercise ?

1 observation ☐
2 motor action ☐
3 . . . . . ☐
4 . . . . . ☐
5 . . . . . ☐
6 . . . . . ☐

E. Social emotional education.

7) How do you evaluate the social/emotional education of the child ?

now			future		
important	moderate	unimportant	important	moderate	unimportant

8) Are there relations with: language
creativity subjects
arithmetic
experimental teaching
. . . . .
. . . . .

N.B. Please underline

F. Audio-visual Aids.

9) Which audio-visual aids are being used ?

	now	future		now	future		now	future
radio			tape-recorder			language laboratory		
television			film			teaching machine		

IX. Experiments and research.

IXA. Research.

1) In what domains research 15) is being effected at the moment ?

Domains	Total number of children of 2 to 7 years subjected to the research
compensation program	
verbal stimulation	
influencing of families	
influencing of environment	
general cognition	
function training	
. . . . .	
. . . . .	

2) Who are researching ?

	much	moderately	little
University institutions			
Training colleges			
Educational centres			
Via ministries of education, social affairs, health			
Private institutions			

3a) Are there mutual contacts between the researching bodies ?
many / few / moderate.

3b) Do you expect an increase of the contacts in the future ?
If so, reason .....
.....
If not, reason .....
.....
.....

4) With which researching bodies has the ministry in charge of p.p.e. contacts ?

	many /	moderate /	few
University institutions			
Training colleges			
Educational centres			
Other ministries			
Private institutions			

5a) Is there a tendency to shift the research to one or more particular institutions ?

yes / no

If so, which institution(s)?

_____

_____

5b) Is the government planning a special institutions for research in p.p.e.

yes / no

Reason:

_____

_____

6a) Who chiefly finance the research in the field of p.p.e. ?

government / private persons / government and private persons proportional

6b) Is there an increase of the financing of the research by the government ?

much / moderate / little

7) What researches are known to the Ministry and results, if any ?

Researches	Results	Dates
1.		
2.		
3.		
4.		
5.		

8) What researches will be started before long ?

Researches	Objectives	Dates
1.		
2.		
3.		
4.		
5.		

IXB. Experiments 16).

1) In which domains experiments are being made with the results of research ?

Domains	Total participation of the number of children of 2 to 7 years
Compensation programs	
verbal stimulation	
influencing of families	
influencing of environment	
general stimulation of cognition	
function training	
community schools	
anti-authoritative education	

2a) What experiments do you chiefly see in a certain age group ? (see above mentioned categories)

age groups	experiments
2 - 3 years	
3 - 5 "	
5 - 7 "	

2b) What kinds of experiments will be emphasized according to you in the various age groups in the next few years ?

age groups	experiments
2 - 3 years	
3 - 5 "	
5 - 7 "	

3) On what scale work is being done as an average per experiment ?

Scales	Kinds of experiments (see categories)
1 to 2 schools	
3 to 10 schools	
10 to 100 schools	

4) What is the average duration of the experiments ?

Time	Kinds of experiments
. . . . .	
. . . . .	
. . . . .	

5) Which institutions <u>chiefly</u> provide for the guidance of the experiments ?

- University institutions ☐
- Training colleges ☐
- Educational centres ☐
- Guidance via ministry dealing with p.p.e. ☐
- Private institutions ☐

6) How will guidance of experiments be provided for in the future ?

_____

_____

7a) Who are chiefly financing the experiments ?

government / private persons / government and private persons proportionally

7b) Do you expect a change ?

yes / no

If so, for what reason ? _____

_____

8) Is there a special scheme of subsidy for experimenting schools ?

yes / no

If so, what does it contain ? _____

_____

9a) Are there legal regulations when a school participates in an experiment ?

yes / no

If so, what regulations ? _____

_____

9b) To what extent has the experimental school been exempted from its legal obligation?

_____

_____

_____

10) What experiments are now known to the ministry and results, if any ?

Experiments	Results	Dates
1.		
2.		
3.		
4.		
5.		

11) What experiments will be started before long ? (Please, give a short description)

1. .....

2. .....

3. .....

4. .....

5. .....

12) Via which media and to what extent is publicity being given to the result of research and experiments ?

	much / little / moderate		
mass media			
daily papers			
periodicals			
professional periodicals			
. . . . .			

X. Planning.

1) What bodies now provide for the planning 17) of p.p.e. and what tasks do they especially fulfil in this planning ?

Bodies	Tasks	
	chiefly quantitative planning	chiefly qualitative
1.		
2.		
3.		
4.		

2a) Is there a tendency to the taking over of one of both or of both kinds of planning by a national general body for p.p.e. ?

yes / no

If so, what body ?

chiefly qualitative/chiefly quantitative/qualitative and quantitative

2b) Is a legal regulation for such an operation being prepared ?

yes / no

If so, what does it contain ?

2c) In which year will that legal regulation become operative ?

3) Which groups plead for a better planning of p.p.e. (Please number in the order of importance)

- departmental officials ☐
- social groups ☐
- teachers ☐
- educationalists ☐
- psychologists ☐
- primary schools ☐
- . . . . . ☐
- . . . . . ☐

List of respondents

Questionnaire II

England

Prof.Dr.T.Blackstone — Unive sity of London

France

R. Naudin — Ministère de l'Education Nationale
Département de la Documentation et
de l'Information Statistiques-Dipre

Germany

Prof.Dr.W.Schulze — Deutsches Institut für Internationale
Pädagogische Forschung-Frankfurt a.m.

Sekretariat der ständigen Konferenz
der Kultusminister der Länder in
der Bundesrepublik Deutschland-Bonn

Statistisches Bundesamt - Wiesbaden

Italy — Instituto Centrale di Statistica-
Rome

Sweden

Chr.Gars — The National Board of Health and
Welfare - Stockholm

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